

Cherryvale Elementary

1420 Furman Drive
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	475 Students	
Principal	Delores Ardis	803-494-8200
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	James Griffin	803-481-2147

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	51	76	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Good	Good	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes

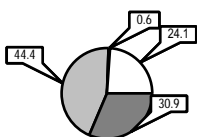
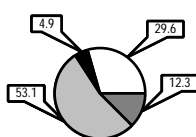
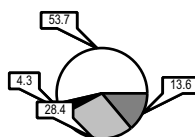
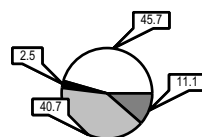
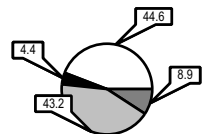
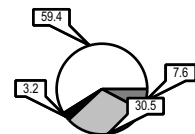
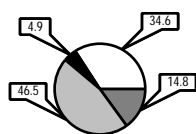
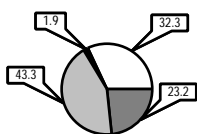
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	210	100.0	20.5	44.3	29.5	5.7	39.2	Yes	Yes
Gender									
Male	113	100.0	21.4	51.0	22.4	5.1	29.6		
Female	97	100.0	19.2	35.9	38.5	6.4	51.3		
Racial/Ethnic Group									
White	64	100.0	9.1	40.0	38.2	12.7	50.9	Yes	Yes
African American	138	100.0	25.9	47.4	24.1	2.6	32.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	144	100.0	19.0	44.8	35.3	0.9	46.6		
Disabled	66	100.0	23.3	43.3	18.3	15.0	25.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	210	100.0	20.5	44.3	29.5	5.7	39.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	210	100.0	20.5	44.3	29.5	5.7	39.2		
Socio-Economic Status									
Subsidized meals	177	100.0	20.8	47.7	27.5	4.0	36.9	Yes	Yes
Full-pay meals	33	100.0	18.5	25.9	40.7	14.8	51.9		

Mathematics – State Performance Objective = 36.7%									
All Students	210	100.0	26.7	52.3	14.8	6.3	36.9	Yes	Yes
Gender									
Male	113	100.0	23.5	54.1	17.3	5.1	38.8		
Female	97	100.0	30.8	50.0	11.5	7.7	34.6		
Racial/Ethnic Group									
White	64	100.0	16.4	52.7	18.2	12.7	47.3	Yes	Yes
African American	138	100.0	31.9	51.7	12.9	3.4	31.9	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	144	100.0	25.0	53.4	14.7	6.9	38.8		
Disabled	66	100.0	30.0	50.0	15.0	5.0	33.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	210	100.0	26.7	52.3	14.8	6.3	36.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	210	100.0	26.7	52.3	14.8	6.3	36.9		
Socio-Economic Status									
Subsidized meals	177	100.0	28.2	53.7	12.8	5.4	31.5	Yes	Yes
Full-pay meals	33	100.0	18.5	44.4	25.9	11.1	66.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	210	100.0	48.3	28.4	18.2	5.1	23.3
Gender							
Male	113	100.0	49.0	26.5	20.4	4.1	24.5
Female	97	100.0	47.4	30.8	15.4	6.4	21.8
Racial/Ethnic Group							
White	64	100.0	32.7	25.5	32.7	9.1	41.8
African American	138	100.0	56.9	29.3	10.3	3.4	13.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	144	100.0	46.6	31.0	17.2	5.2	22.4
Disabled	66	100.0	51.7	23.3	20.0	5.0	25.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	210	100.0	48.3	28.4	18.2	5.1	23.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	210	100.0	48.3	28.4	18.2	5.1	23.3
Socio-Economic Status							
Subsidized meals	177	100.0	51.0	28.9	15.4	4.7	20.1
Full-pay meals	33	100.0	33.3	25.9	33.3	7.4	40.7

Social Studies							
All Students	210	100.0	41.5	39.2	11.4	8.0	19.3
Gender							
Male	113	100.0	41.8	38.8	9.2	10.2	19.4
Female	97	100.0	41.0	39.7	14.1	5.1	19.2
Racial/Ethnic Group							
White	64	100.0	20.0	43.6	21.8	14.5	36.4
African American	138	100.0	50.9	37.9	6.0	5.2	11.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	144	100.0	37.9	45.7	13.8	2.6	16.4
Disabled	66	100.0	48.3	26.7	6.7	18.3	25.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	210	100.0	41.5	39.2	11.4	8.0	19.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	210	100.0	41.5	39.2	11.4	8.0	19.3
Socio-Economic Status							
Subsidized meals	177	100.0	44.3	42.3	7.4	6.0	13.4
Full-pay meals	33	100.0	25.9	22.2	33.3	18.5	51.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	90	100.0	21.4	53.6	21.4	3.6	25.0
	4	59	100.0	11.1	68.5	20.4	N/A	20.4
	5	72	98.6	18.5	73.8	7.7	N/A	7.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	79	100.0	6.6	39.3	54.1	0.0	54.1
	4	71	100.0	42.1	36.8	21.1	0.0	21.1
	5	60	100.0	19.5	65.9	12.2	2.4	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	90	100.0	27.4	64.3	7.1	1.2	8.3
	4	59	100.0	20.4	59.3	7.4	13.0	20.4
	5	72	98.6	16.9	67.7	9.2	6.2	15.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	79	100.0	21.3	63.9	13.1	1.6	14.8
	4	71	100.0	40.4	40.4	14.0	5.3	19.3
	5	60	100.0	22.0	58.5	9.8	9.8	19.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	79	100.0	45.9	36.1	18.0	0.0	18.0
	4	71	100.0	66.7	17.5	12.3	3.5	15.8
	5	60	100.0	43.9	34.1	9.8	12.2	22.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	79	100.0	39.3	47.5	11.5	1.6	13.1
	4	71	100.0	49.1	38.6	10.5	1.8	12.3
	5	60	100.0	46.3	36.6	12.2	4.9	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 475)				
First graders who attended full-day kindergarten	89.0%	Up from 83.1%	100.0%	100.0%
Retention rate	8.5%	Down from 8.6%	3.9%	3.0%
Attendance rate	95.8%	Up from 95.6%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.9%	Down from 13.8%	5.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.0%	Down from 13.8%	4.7%	3.2%
Eligible for gifted and talented	5.0%	Down from 5.1%	5.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.4%	Up from 18.8%	7.6%	8.2%
Older than usual for grade	7.8%	Up from 5.3%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	52.8%	Down from 54.8%	50.0%	52.6%
Continuing contract teachers	66.7%	Down from 77.4%	77.4%	83.3%
Highly qualified teachers	88.2%	Up from 84.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	17.2%	Up from 7.4%	2.3%	0.0%
Teachers returning from previous year	83.2%	Down from 86.0%	83.5%	87.0%
Teacher attendance rate	95.6%	Down from 97.5%	94.9%	95.0%
Average teacher salary	\$37,430	Up 0.5%	\$40,408	\$41,703
Prof. development days/teacher	30.6 days	Up from 30.2 days	12.8 days	12.8 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.6 to 1	16.9 to 1	18.8 to 1
Prime instructional time	90.7%	Down from 92.6%	89.2%	89.8%
Dollars spent per pupil*	\$5,757	Down 4.6%	\$7,168	\$6,242
Percent of expenditures for teacher salaries*	60.6%	Down from 60.9%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.7%	Up from 89.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cherryvale Elementary School takes great pride in the staff, students, and community. Each year, we strive to provide the best for our students and families. Throughout the year, teachers have attended staff development sessions to improve their teaching strategies for addressing the diverse groups of students at Cherryvale. We have had two complete their Master's and one that has now completed her Doctorate. As teachers grow, students also experience growth.

As a Red Carpet School, students and parents are aware that they are important. Most parents feel very comfortable coming to the school to meet with the staff when needed. More parents are attending conferences, special lunch and breakfast programs, and awards presentations. Many businesses strive to provide the time away from work to enable parents to be involved.

Our greatest challenge is finding ways to meet the needs of our African American males. For this reason, our School Improvement Council and our Site Based Planning Team will strive to develop strategies that will specifically address this area. A task force will meet this summer to develop plans for implementation for the upcoming school year. Our goal will be to increase self-esteem and improve academic success in the areas of language arts, math, science, and social studies.

As we continue to work toward excellence, we invite the community to support our efforts. Our open door policy allows for you to stop by for a visit and to share your ideas to assist us in being the best.

Delores E. Ardis, Principal

Billy Frady, School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	36	19
Percent satisfied with learning environment	95.7%	88.6%	94.7%
Percent satisfied with social and physical environment	95.7%	80.0%	78.9%
Percent satisfied with school-home relations	52.0%	91.4%	72.2%

*Only students at the highest elementary school grade level at this school and their parents were included.